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ABSTRACT

The "Bread and Butterflies" series of 15 television programs on career development for 9-to-12-year-olds was evaluated. The evaluation sought to answer these questions: Was the program appealing to the students? Did the students comprehend the program? Were the educational objectives met by the television program alone? and Were the educational objectives met by the television program plus the classroom activities? The methodology of the evaluation included student questionnaires, student interviews, student critics, teacher questionnaires, expert judgement, attention measures, and observers. The series of television programs was proclaimed successful only if the goal was the providing of an affective stimulus. No effect was observed on the achievement of specific and particular, behaviorally-defined educational objectives. (WH)

ED 09792

REPORT ON EVALUATION ACTIVITIES OF THE *bread and butterflies* PROJECT

by the Staff of the Educational Testing Service

Ronald L. Flaugher and Joan Knapp

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CHAPTER I. INTRODUCTION AND OVERVIEW

bread and butterflies is a career development project for nine-to-twelve-year-olds. It consists of fifteen 15-minute color television programs and associated classroom materials for use in North American schools. According to its designers, *bread and butterflies* is intended to help students explore the relationship between their lives and the world of work. The series focuses on the individual's perception of himself within the economic system, rather than solely on information related to occupations and work activities. Most of the programs are open-ended encounters, encouraging viewer involvement in problem-solving and decision-making, both program-related and personal.

Developed and produced over a two-year period, the project was supported by a consortium of 34 agencies, including state departments of education, ETV networks, ETV commissions, and local educational agencies. Additional support was provided by Exxon Corporation.

Content and production experts held a series of meetings to establish the project's philosophy and to design the 15 lessons in the series. Agencies supporting the project, and other experts, were given the opportunity for periodic review of the written materials as these were developed.

During this design phase of *bread and butterflies*, the Agency for Instructional Television (AIT) engaged Educational Testing Service (ETS) to design and conduct the major portion of the evaluation activities thought necessary for the production phase of the project. Although AIT itself could have carried out many of the evaluation activities, it seemed more appropriate for the integrity of the project that an independent agency begin to examine the purpose and effects of the materials, especially the television programs. The details of the evaluation were developed by ETS in cooperation with AIT and the project design staff.

The thrust of the proposed activities was "formative" in nature. That is, the evaluation was designed primarily to obtain information on the effectiveness of the project's components quickly enough to allow the content designers and material producers to make indicated changes and improvements. Evaluation data were to be used in making decisions about the relative acceptability of the programs and to isolate deficiencies that could be corrected.

Given these needs for evaluative information, the task of ETS was to provide maximum useful data, given certain restrictions of time and budget. Production and delivery schedules had not been established for the convenience of evaluation; this limited the extent to which any single program could be examined. This also limited the number of programs for which any evaluation could be conducted. Only the first six of the project's fifteen programs could be included, but the evaluation was constructed so that feedback on the six earliest productions could be used not only in improving those programs, but also in correcting and preventing foreseeable deficiencies in the remaining nine programs.

The outlines of the first six programs, their objectives, and the preliminary versions were submitted to ETS during the Fall and Winter of 1973-74. On the basis of these materials and information gathered during additional meetings, the staff at ETS designed and delivered to AIT the rough-draft copies of instruments to be used in field evaluation of the programs. AIT then arranged for the reproduction, distribution, and administration of the instruments to selected classrooms across the country. More than 2,000 students in almost 100 classrooms were involved in the evaluation. The completed forms were returned to ETS for analysis, and the results of this analysis were reported back to AIT for use in making formative-level decisions about the programs.

The remainder of this report provides a summary of the approaches used to gather the data, and some of the particular results that were obtained. In many cases the data presented in this report are now obsolete, since needed changes that were revealed have been made in the programs. Thus the emphasis is on the evaluation process, and the substantive data are, for the most part, not reported.

CHAPTER II. FOCUS AND METHODOLOGY

There were four areas of concern for the *bread and butterflies* evaluation activities. These were:

A. *Did the students comprehend the program?* If students do not understand what is happening in the program, no learning can take place. Comprehension of the details of the program, therefore, was the fundamental concern.

B. *Was the program appealing to the students?* Again, if students were not attracted to the program, it seemed unlikely that maximal learning would occur. So the concern was whether or not students watched the program, and whether they liked what they saw.

C. *Were the educational objectives met by the television program alone?* Although the *bread and butterflies* package was designed to include pre-and post-program activities, suggested in the teachers' curriculum guide, it was the concern of the producers that the television program be able

to stand alone, if possible. As a result, one part of the evaluation focused on the immediate effects of merely viewing the program. The focus was on the attainment of a list of specific, behaviorally-defined educational objectives for each program, which had been prepared in advance during meetings of the design and evaluation staffs.

D. Were the educational objectives met by the television program plus the classroom activities? Using the same list of educational objectives as a standard, evaluators examined the specific effects of the classroom activities which followed the viewing of the program. Because of practical scheduling difficulties, investigation was limited to the effects of the first 15 minutes of the post-program activities.

A fifth area to be evaluated was the curriculum guide itself, but this study was commissioned separately and is not included in this report.[1]

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[1] A special study of the curriculum guide for teachers was commissioned by AIT and took place in the Phoenix area during March, 1974. The study was conducted by Bill Raymond, Director of Planning and Special Projects, and Carolyn Raymond, Director of the Center for Career Development, both of the Mesa, Arizona, Public Schools. A panel of eight teachers, appropriate to the target audiences, analyzed a draft version of the guide in conjunction with each television program. The resulting report gave both specific and general suggestions for the organization and content of the curriculum guide, and those suggestions were taken into account as the final version was developed.

The variety of information desired, and the rapidity with which it was needed, suggested to ETS that a multi-faceted approach to data collection would have the greatest utility. Since limitations of time and finances prevented the development of any particular objective testing instrument to a high degree of precision, a multi-faceted approach had the advantage of providing numerous sources and methods of data collection such that the weakness of one source or method could be compensated for by the strength of another if the information from each were combined in an optimal manner. Seven such facets were identified.

A. Student Questionnaires. The students were administered paper-and-pencil questionnaires either directly following the program, or following the program plus 15 minutes of classroom activities. A control group of children who had not seen the program also completed the questionnaire. The strength of this technique is its direct contact with the target audience, and its capacity for broad sampling of this audience in a standardized manner; its weakness is the lack of proficiency with the written word typical of nine-to-twelve-year-olds.

B. Student Interviews. After the program four or five students were selected from each classroom, taken aside, and interviewed (usually by a local teacher or television utili-

zation specialist). This technique overcame the writing problems inherent in the Student Questionnaire, but was weak in its reliance on the interpretations (and reporting skills) of the interviewers.

C. Student Critics. One class of fifth graders from a local school was utilized by the ETS staff, in an attempt to get a more "sophisticated" student reaction to several of the programs. The class was shown a number of the programs; it was hoped that reactions thus would be determined more by the program content and less by the newness of the experience. This sophistication was, of course, an advantage in that it simulated the eventual experiences of students who will be seeing the entire series; however, the small sample (about 20) from an atypical location (Princeton, New Jersey) was recognized as a considerable limitation.

D. Teacher Questionnaires. The teachers of those classes completing the Student Questionnaires and Student Interviews were used as another source of information about the success of each program. Although it is an indirect means of data collection to ask teachers to assess student reaction, the teacher knows the children well and is able to communicate his/her insights with some skill. In addition, the teacher often operates as a gatekeeper for the program's use, so such opinions are critical.

E. Expert Judgment. In the absence of a better term, this one was used to designate a place in the evaluation procedure at which the professional staff who were conducting the evaluation could register their own impressions and reactions. This facet was intended to temper the influences of the more objective techniques being used which, although objective, were limited in the scope of their coverage.

F. Attention Measures. Developed by AIT and playing a significant role in the evaluation were the Attention Measures taken while the students in some classrooms watched the program. The strength of this technique is its complete objectivity; the weakness lies in the fact that the effective relationship between attention and actual comprehension or learning is only poorly understood.

G. Observers. None of the previous measures were directed specifically toward watching the entire class, as a group, for appropriate or unusual reactions. Observers present in each experimental classroom watched the students viewing the program, and reported their impressions.

Each of these sources of information, then, was employed to the extent and with the emphasis judged to be appropriate to each of the four specific areas of concern on which evaluation focused. Each area of concern was studied through several of the seven data collection approaches, giving

decision-makers access to a variety of data sources.

The following table presents a summary of the information sought about *bread and butterflies* materials and the "multi-faceted" approach towards data collection.

TABLE 1. Evaluation Design

METHODS	AREAS OF CONCERN: Comprehension	Attention and Appeal	Objectives: Television only	Objectives: Television and Follow-up
(A) Student Questionnaires	X	X	X	X
(B) Student Interviews	X	X	X	X
(C) Student Critics	X	X		
(D) Teacher Questionnaires	X	X	X	X
(E) Expert Judgments		X	X	
(F) Attention Measures	X	X		
(G) Observers		X		

CHAPTER III. THE SAMPLE POPULATION

Cooperation of the consortium agencies was sought in the sample selection process. Those educational and television agencies willing to participate in the field testing of completed *bread and butterflies* programs were asked to select classrooms that would be representative of their normal school television viewing audience. In each location, sets of three equivalent representative classrooms were grouped for comparative evaluation purposes. This selection process did not seek a random sample of all fourth, fifth and sixth grade students; rather, the planned use of the programs suggested that students representative of the eventual television audience would be a more appropriate sample for evaluation purposes.

The request also was made that sample programs be shown under normal school television viewing conditions; that is, if children normally viewed in black-and-white, the field testing also should be in black-and-white. This condition

was not always adhered to, but did not seem to bias the results.

Each participating agency received a copy of the preliminary version of a program on video tape. (Texas, an exception, evaluated a program on film.) Agencies also received multiple copies of the ETS- and AIT-designed evaluation instruments and detailed instructions for classroom administration. Follow-up telephone calls or site-visits clarified ambiguities or misunderstandings regarding the evaluation procedures.

Fifteen agencies in fourteen consortium states voluntarily participated in the field testing and evaluation of *bread and butterflies*. Ninety-four classrooms and more than 2,000 students were involved. These students included American Indians, Spanish-surnamed children, blacks and whites. Their economic and social status ranged from below poverty level to upper class. The sample classrooms were located in rural and suburban areas, small towns and large cities, from Vermont to Arizona. Emphasis was placed on working with fifth grade students and, for the most part, the sample was comprised of 10-year-olds. Occasionally a third or seventh grade class was included; fourth and sixth graders appeared with greater frequency. Nevertheless, the great majority of the students were from the fifth grade.

The geographic spread and size of the sample are noted in the following table:

TABLE 2. POPULATION SAMPLED

Program	Agency	No. of Classes	No. of Students
Treasure Hunt	Arizona State Department of Education	6	135
	Orange County Public Schools Orlando, Florida	11	247
	Massachusetts Executive Committee for Educational Television and Division of Occupational Education, Department of Education	8	135
PROGRAM	TOTAL	25	523
People Need People	Iowa Educational Broadcasting Network	3	50
	North Carolina State Department of Education	6	137
	Educational Communications Board of Wisconsin	6	131
PROGRAM	TOTAL	15	318
Decisions, Decisions	Mississippi Authority for Educational Television	6	120
	WQED-WQEX Pittsburgh, Pennsylvania	6	125
	Vermont State Department of Education	6	118
PROGRAM	TOTAL	18	363
Me, Myself and Maybe	Iowa Educational Broadcasting Network	3	82
	Ohio State Department of Education	3	59
	New York State Department of Education	6	120
(film)	Educational Service Center, Region 17, Lubbock, Texas	6	171
PROGRAM	TOTAL	18	432
Success Story	WVIZ-TV Cleveland, Ohio	6	155
	Tennessee State Department of Education	6	153
	WWVU-TV Morgantown, West Virginia	6	136
PROGRAM	TOTAL	18	444
OVERALL TOTAL		94	2,080

CHAPTER IV. PROGRAM DESCRIPTIONS

The five *bread and butterflies* programs undergoing extensive evaluation by ETS are summarized in the following pages.[2] (The specific educational objectives for each of them can be found in Appendix A.)

A. Treasure Hunt

Theme: Self-Independence and the Economic System.

The carnival is in town, the music is exciting, the lights bright, and the rides costly. Ernie, Monica, and Bill go their separate ways to finance the experience. In interwoven stories, the children face the tasks, frustrations,

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[2] One of the first programs completed and made available to ETS for evaluation was entitled "Why Work." Evaluation instruments were designed and preparations were underway to take the material into classrooms. However, before data could be collected, this program was shown at a meeting of representatives of the consortium agencies. In discussions following this presentation, a "less formal evaluation" process took place and the consortium representatives, for a variety of reasons, rejected this program in its entirety. Although this was not an evaluation activity conducted by ETS, it is, nonetheless, an evaluation process and is reported here for the record. It did result in change in the series; a new program was developed and produced to accomplish some of the same objectives embodied in the original "Why Work."

and satisfactions of earning money. When they reconvene at the carnival, all three have money. Monica and Ernie are enthusiastic over their money-making ventures, while Bill is surly and close-mouthed about the source of his funds. The program explores the process of producing income, and demonstrates ways of participating in the economic system.

B. People Need People

Theme: Interdependency of Workers

People need people, from the split-second teamwork of trapeze artists to the care and support of one friend for another, from the cooperation of construction workers to the finely-tuned execution of a quarterback sneak. Complete independence constantly is being thwarted by an individual's need to gain social acceptance, personal satisfaction, and financial security. The program helps students understand the importance of working together, and helps to increase the effectiveness of their interdependent relationships.

C. Decisions, Decisions

Theme: Decision Making

Tommy is a new boy in town whose first friend is Joey. Joey turns out to be inept and unpopular with his classmates. Tommy, however, is well-received by his new mates and wants very much to sustain his popularity. When Joey asks Tommy in front of the group to share in a week-end project, Tommy

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"TREASURE HUNT"

Some responses from the Student Questionnaire:

Item: *How could you or your friends earn eight dollars?*

Answers: I would fix a broken thing.

Steal it from your brother.

Play cards with my Dad.

Ask for my alownes.

Item: *The parts of the program I would change are...*

Answers: I would put more kids in there.

that they should tell if Bill stole the money after.

that you should end it more unsuspiciously.

the part where that girl at the market said mean things. Sort of.

I am not an expert don't ask me because I don't know.

Opinions on the best part of the program included "Ernie washing the dog" as the most popular response, followed by forms of "seeing the kids make money," or "the carnival."

must decide whether he can risk his continued friendship with Joey. The program demonstrates the decision-making process, focusing on the factors that influence decisions (emotions, values, etc.) and the consequences of those decisions.

D. Me, Myself, and Maybe

Theme: Self-Clarification

Eleven-year-old DeAnne lacks self-confidence. She wants very much to be a part of the pantomime game that her class enjoys, but she can't bring herself to volunteer. Her Aunt Cathy moves into town to begin a new career. She is sensitive to DeAnne's reticent behavior and learns of DeAnne's interest in art. She buys her niece a macramé kit, and bundles of little strings and beads begin to take shape. New ideas are also taking shape -- "You are what you do," and "If you don't take a chance then you don't get a chance." Eventually the "I want to" side of DeAnne conquers the "I'm afraid to" side, and her pantomime performance and macramé skills win approval. The program is intended to increase students' clarification and acceptance of themselves, particularly their evolving abilities and aspirations.

E. Success Story

Theme: What is Success?

This is a true story about Dave who has been interested in defining success for himself most of his life. When he

was growing up on his father's farm, he enjoyed drawing, but his father thought it was a waste of time. When Dave was drafted he was able to decide for himself what he wanted to do in the Army. The challenge of having to pass tests, and of actually choosing what he wanted to be, made a change in Dave. He began to define success in his own terms, not in someone else's. Today Dave owns a leather shop where he makes and sells his own work. Success for Dave is a personal thing, something he has figured out for himself. The program explores the various ways to define success, emphasizing the future implications of one's personal definition of the concept.

CHAPTER V. FOUR AREAS OF CONCERN: THE FINDINGS

First Question: DID THE STUDENTS COMPREHEND THE PROGRAM?

Treasure Hunt

Comprehension was tested by items on the Student Questionnaire such as: '"Check the box which best explains why Monica lowered the price of her cards," and "Bill, Ernie and Monica had to think about many things before they started to get money for the carnival. (Indicate which, such as 'cost of materials,' 'how long it would take,' etc.)." The Student Interview included questions such as: "How did Ernie get the idea of washing dogs to earn money?" The results from virtually all sources indicated excellent and detailed comprehension of the story line by the great majority of students. It should be noted here that over half of the students reported a belief that Bill got his money by stealing it, even though the story is non-committal on this point.

The Teacher Questionnaire asked, "Were the topic, content, and vocabulary levels of this program appropriate for your class?" With 23 teachers responding, 20 responded "yes," two said "don't know," while one said "no."

People Need People

From the Teacher Questionnaire, with 15 teachers responding, 13 found the topic, content and vocabulary appropriate, while two did not.

A post-program class discussion revealed that the Student Critics could recite the theme, as well as a number of specific statements from the program, indicating a good degree of comprehension. No confusion about this relatively straightforward theme was detected.

Decisions, Decisions

All of the 16 participating teachers indicated that they found the topic, content, and vocabulary appropriate.

From the Student Questionnaire, which included questions, like the examples below, excellent comprehension was indicated for the greatest part of the program: "Tommy had several goals in the program--things he wanted. Check the statement (i.e., buy a horse, get good grades, etc.)." "Check the statements that tell how Tommy tried to get out of making his

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"PEOPLE NEED PEOPLE"

Some responses from the Student Questionnaire:

Item: *We all need other people to live our everyday lives. Think of yesterday and name each person on whom you depended for something.*

Answers: I depend on Mom to get me up, but she didn't yesterday.

Mike Patton he played catch with me (I could not play by myself).

Jim, Mike, My sister Cissy. All the people on my baseball team to catch a pop.

Item: *The best part of the program is.....*

Answers: the acrobats because they didn't depend on anybody.

the hole thing.

when the girl helped the blind. That's nice.

In general, the responses grouped under specific scenes or parts ("the blind boy," "the football game"), and abstract understandings ("people all depended on each other," "to help people").

decision (asked his mother to lie for him, etc.)."

Me, Myself, and Maybe

Seventeen teachers responded to the question about appropriateness of topic, content, and vocabulary. Sixteen replied favorably, one unfavorably. Comprehension also appeared to be high, based on the number of appropriate student responses to items such as "List some activities DeAnne did not do so well," and "What were some things DeAnne discovered she could do?" These appeared both on the Student Questionnaire and in the Student Interview; resulting data showed uniformly good results.

Success

Fifteen of the sixteen teachers considered the topic, content, and vocabulary appropriate, and one reported "don't know."

From the Student Critics, however, came evidence of considerable initial confusion about the fact that Dave was really the owner of the leather shop. At least one student in this small group also reported confusion about the name of the shop "The Cow's Outside." These areas subsequently were tested in the Student Interview; ownership of the shop, but not the name, was found to be confusing and at least momentarily distracting. (This part of the program subsequently was changed to clarify the point.)

Second Question: WAS THE PROGRAM APPEALING TO THE STUDENTS? DID THEY LIKE IT?

Treasure Hunt

The Attention Measures[3] indicated high and consistent interest in this program, virtually incapable of improvement. (See figure 1).

Two items from the Teacher Questionnaire also provided data on this question: "How would you rate your students' interest in the program?" and "Judged with other school television programs you have used, this program is..." "On a five-point scale, 20 out of 25 teachers rated this program in the top two categories in response to both of these questions.

The Student Critics were very enthusiastic about this program.

People Need People

While not as high as "Treasure Hunt," the Attention Measures appeared acceptably high, with two noticeable dips at the transition points between the three sections of this program. (See figure 2.) These two lapses in attention were not regarded as serious or in need of correction, because they did, in fact, occur during the transitional periods

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[3] For a further explanation of the methodology, see appendix C.

figure 1.

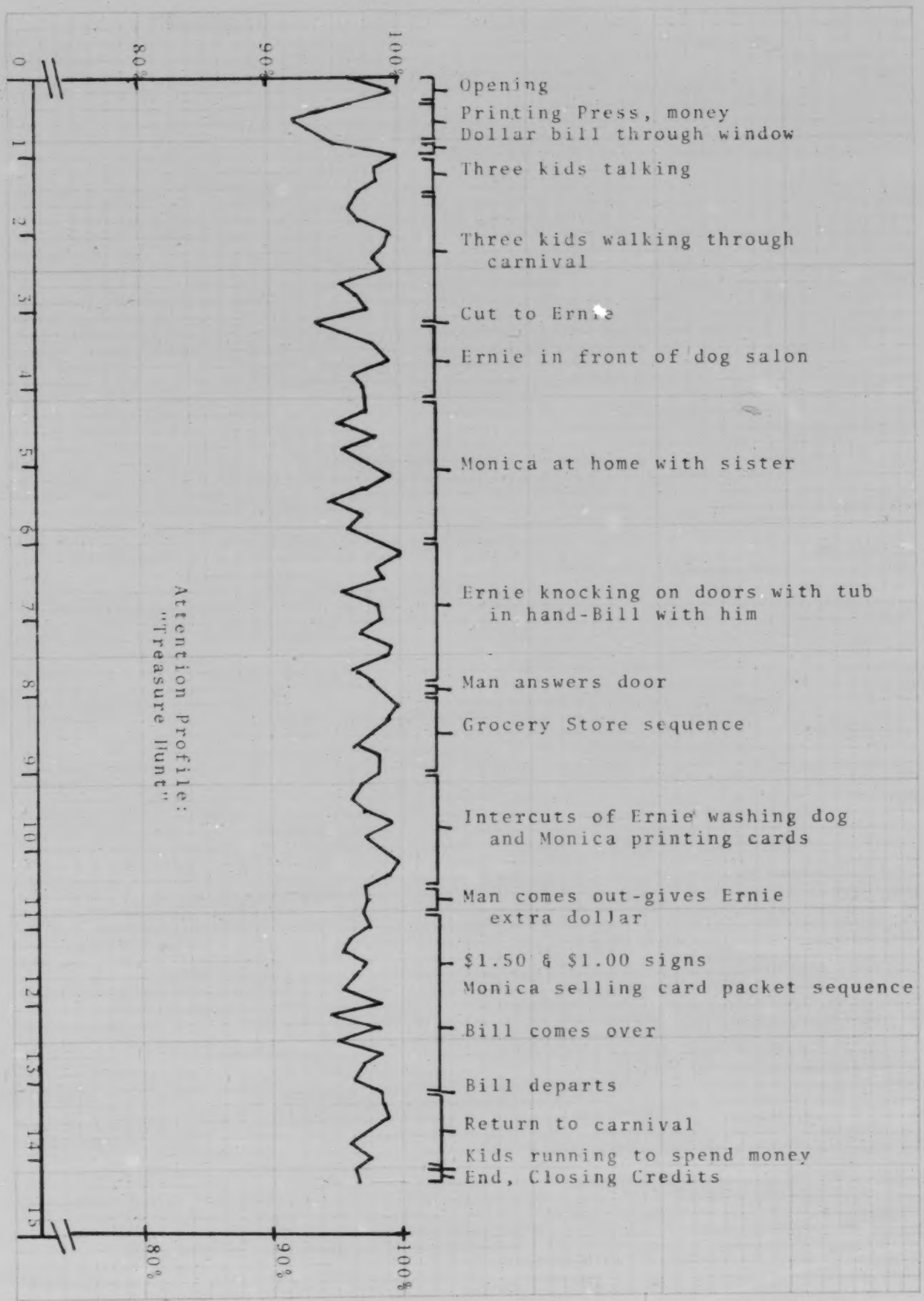
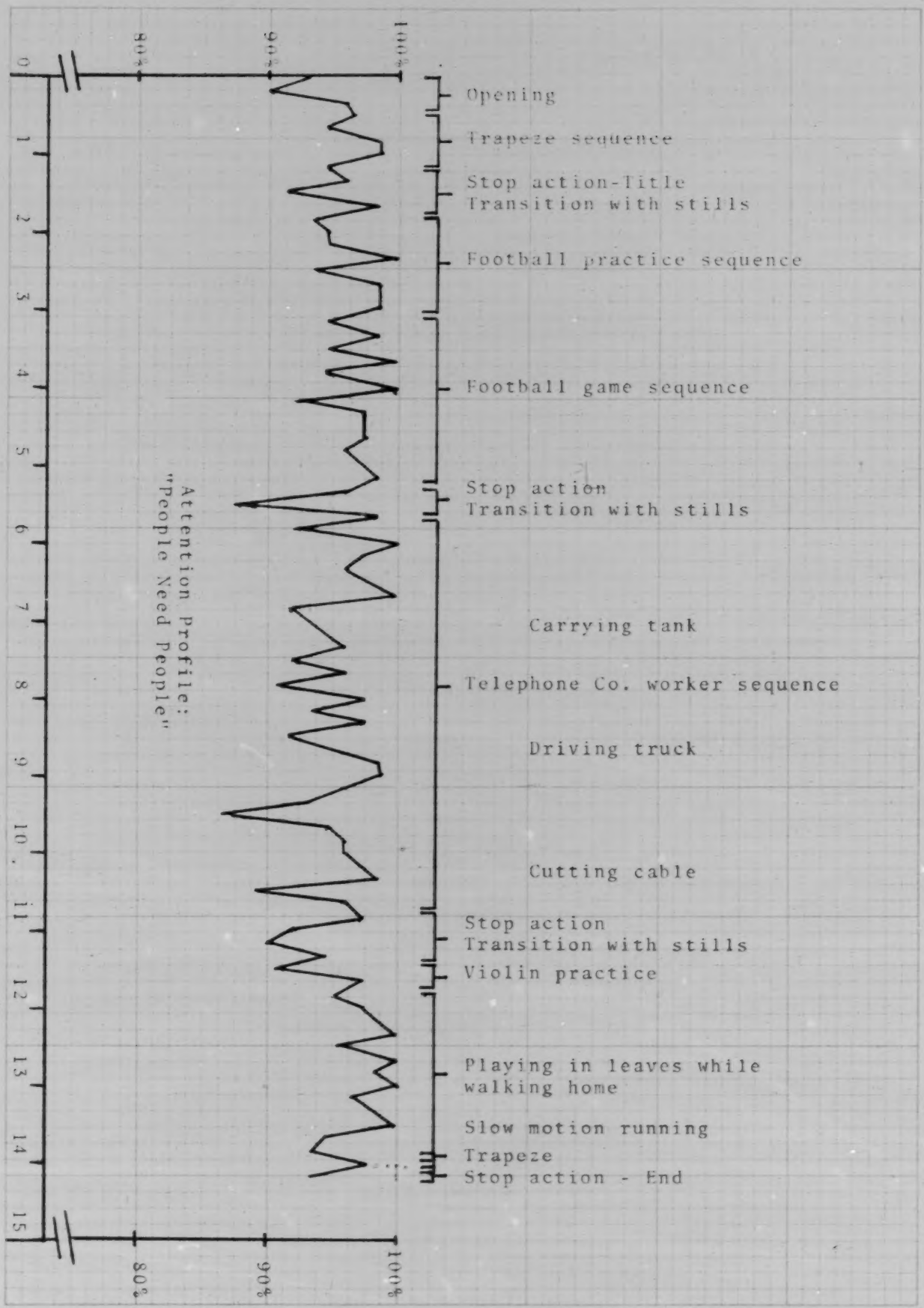

Attention Profile:
"Treasure Hunt"
80%
90%
100%
Opening
Printing Press, money
Dollar bill through window
Three kids talking
Three kids walking through carnival
Cut to Ernie
Ernie in front of dog salon
Monica at home with sister
Ernie knocking on doors with tub in hand-Bill with him
Man answers door
Grocery Store sequence
Intercuts of Ernie washing dog and Monica printing cards
Man comes out-gives Ernie extra dollar
$1.50 & $1.00 signs
Monica selling card packet sequence
Bill comes over
Bill departs
Return to carnival
Kids running to spend money
End, Closing Credits

figure 2.


80%
90%
100%
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
Attention Profile:
"People Need People"
Opening
Trapeze sequence
Stop action-Title
Transition with stills
Football practice sequence
Football game sequence
Stop action
Transition with stills
Carrying tank
Telephone Co. worker sequence
Driving truck
Cutting cable
Stop action
Transition with stills
Violin practice
Playing in leaves while
walking home
Slow motion running
Trapeze
Stop action - End

and seemed to serve as a kind of breather for the attentive student.

From the Student Critics came the reaction that they did not like this program as much as "Decisions, Decisions" (seen previously) but that it was still satisfactory. They did comment on the fact that there was a great deal of repetition.

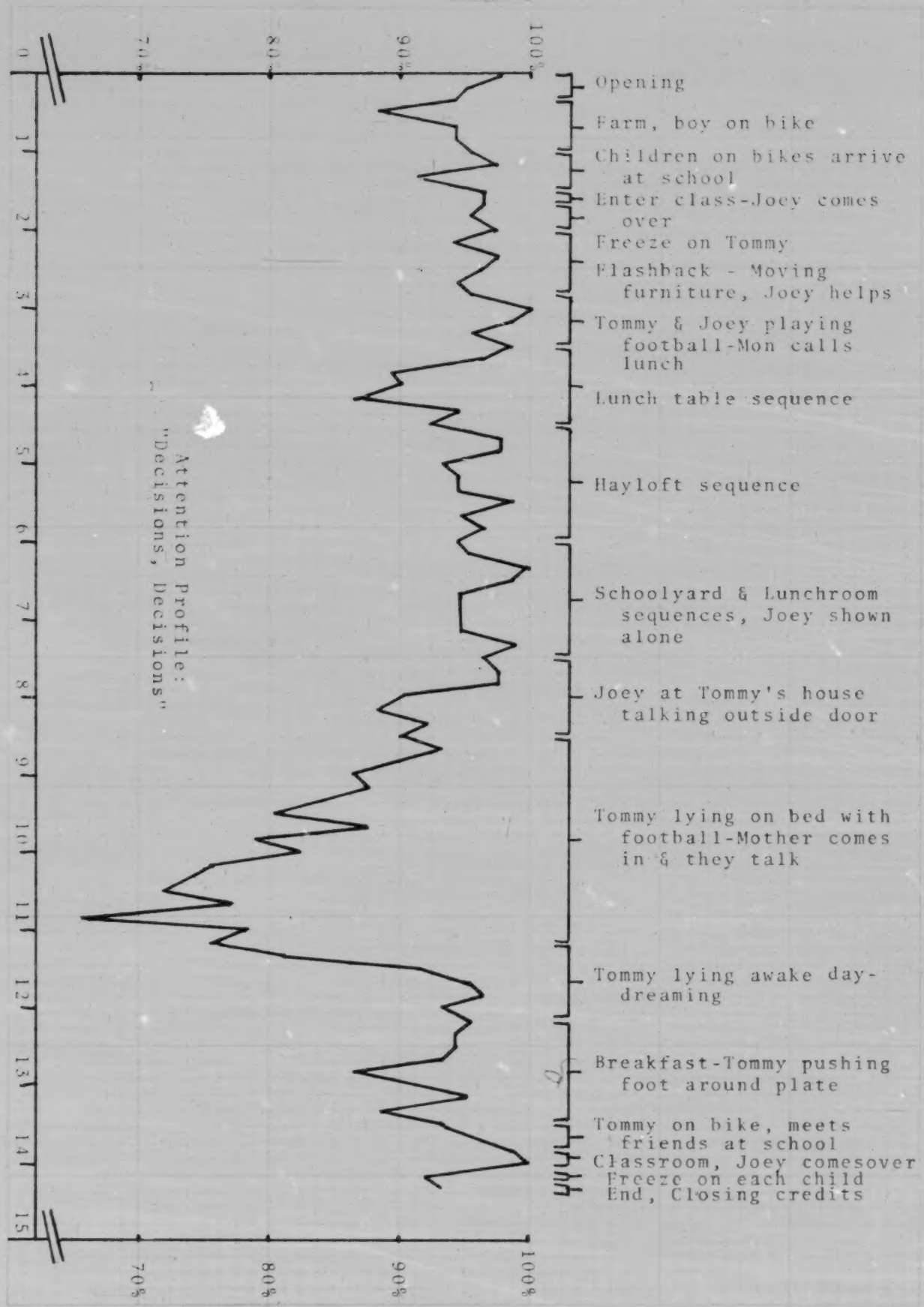
On the two relevant items from the Teacher Questionnaire (as above), with 15 teachers reporting, 14 rated the program in the top two of the five categories.

Decisions, Decisions

The Attention Measures showed very high interest throughout, with one dramatic exception. (See figure 3.) During what became known as the "bedroom scene," when Tommy's mother talks to him at length about the difficulties of decision-making, the attention level dropped to a point where about one-third of the students were not looking at the screen. (This section subsequently has been redone, presumably with more visual stimulation.)

From the Student Interview came evidence again that the bedroom scene was considered to be "mushy and boring" by a number of students.

figure 3.


Attention Profile:
"Decisions, Decisions"
70%
80%
90%
100%
0
15
Opening
Farm, boy on bike
Children on bikes arrive at school
Enter class-Joey comes over
Freeze on Tommy
Flashback - Moving furniture, Joey helps
Tommy & Joey playing football-Mon calls lunch
Lunch table sequence
Hayloft sequence
Schoolyard & Lunchroom sequences, Joey shown alone
Joey at Tommy's house talking outside door
Tommy lying on bed with football-Mother comes in & they talk
Tommy lying awake day-dreaming
Breakfast-Tommy pushing foot around plate
Tommy on bike, meets friends at school
Classroom, Joey comesover
Freeze on each child
End, Closing credits

On the two items from the Teacher Questionnaire, 16 of 17 teachers rated the student interest in the top two categories, and 12 of 16 found it better than other school television programs.

Me, Myself, and Maybe

The Attention Measures were again high, with noticeable dips at points where adults were talking at some length. (See figure 4.)

From the Teacher Questionnaire, of 17 teachers, 13 rated student interest in the top two of five categories; 10 of 15 rated it better than other school television programs.

The Student Interview materials revealed that students frequently were stimulated by the program to the point of being quite anxious to participate in classroom discussion following its showing.

Success

The Attention Measures again were very high, with only small dips, evidently at points of extended verbal discussions with adults. (See figure 5.) These were not viewed as serious flaws.

Figure 4.

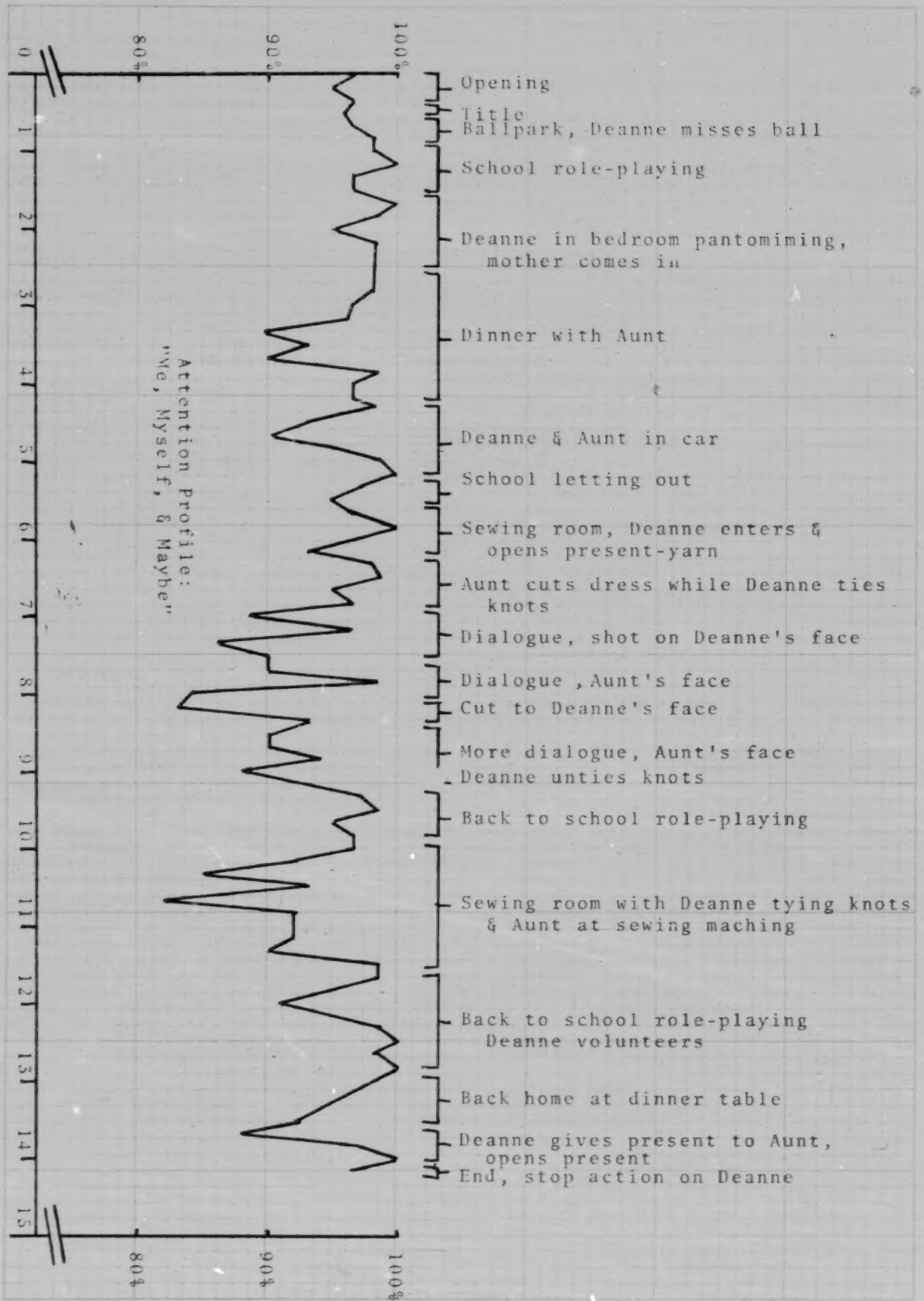
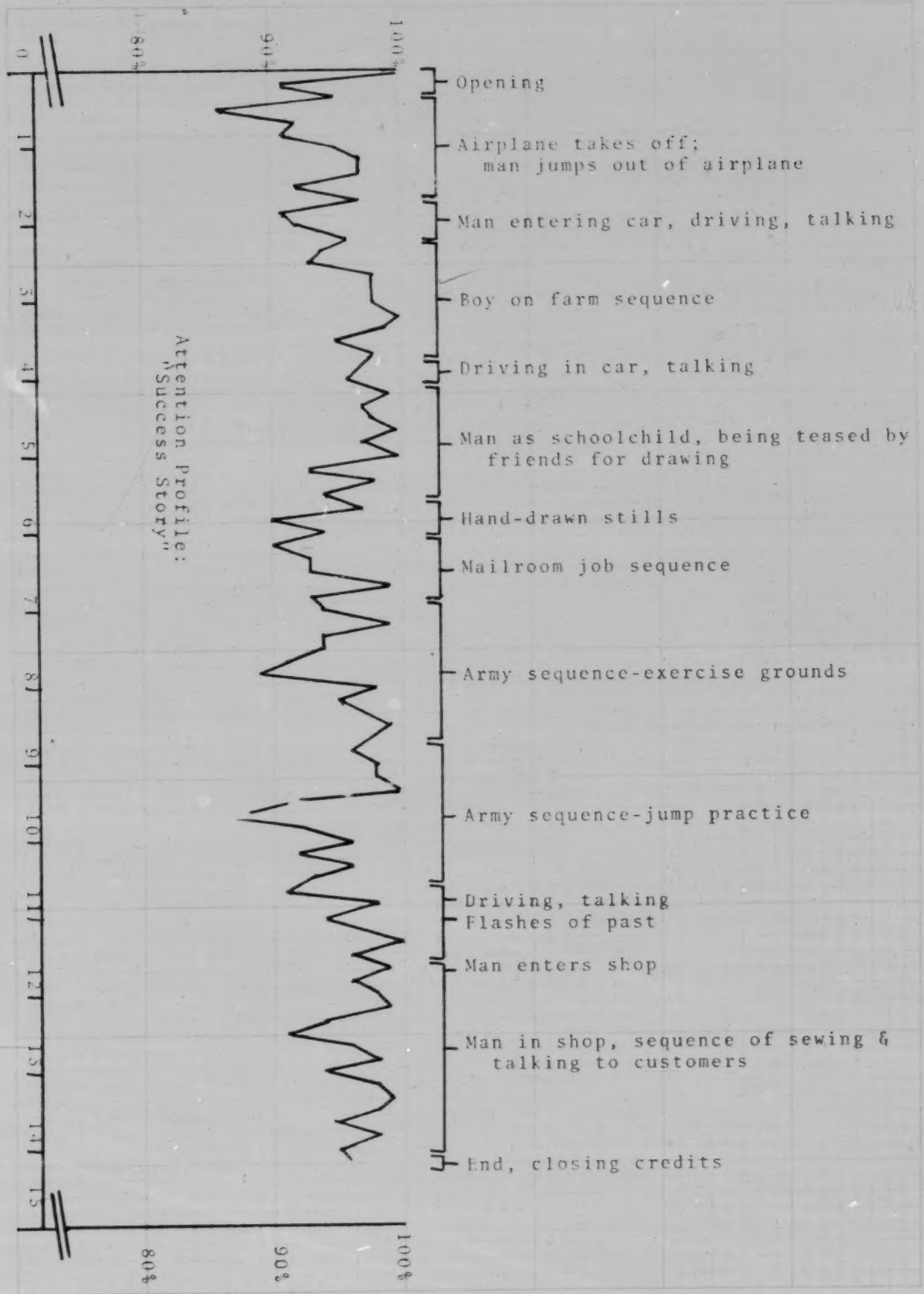

Attention Profile:
"Me, Myself, & Maybe"
80%
90%
100%
0
11
21
31
41
51
61
71
81
91
101
111
121
131
141
15
Opening
Title
Ballpark, Deanne misses ball
School role-playing
Deanne in bedroom pantomiming, mother comes in
Dinner with Aunt
Deanne & Aunt in car
School letting out
Sewing room, Deanne enters & opens present-yarn
Aunt cuts dress while Deanne ties knots
Dialogue, shot on Deanne's face
Dialogue , Aunt's face
Cut to Deanne's face
More dialogue, Aunt's face
Deanne unties knots
Back to school role-playing
Sewing room with Deanne tying knots & Aunt at sewing maching
Back to school role-playing Deanne volunteers
Back home at dinner table
Deanne gives present to Aunt, opens present
End, stop action on Deanne

figure 5.1


Attention Profile:
"Success Story"
80%
90%
100%
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
Opening
Airplane takes off;
man jumps out of airplane
Man entering car, driving, talking
Boy on farm sequence
Driving in car, talking
Man as schoolchild, being teased by
friends for drawing
Hand-drawn stills
Mailroom job sequence
Army sequence-exercise grounds
Army sequence-jump practice
Driving, talking
Flashes of past
Man enters shop
Man in shop, sequence of sewing &
talking to customers
End, closing credits

Seventeen teachers reported on student interest and compared the program to others; on both counts, 16 rated this program in the top two categories.

Third Question: WERE THE EDUCATIONAL OBJECTIVES MET BY THE TELEVISION PROGRAM ALONE?

The three major sources of information on this question were the Teacher Questionnaire (teachers were asked simply to rate the degree to which they felt each objective had been achieved), the subjective Expert Judgments, and -- by far the most elaborate technique -- the attempt to measure directly changes in the students resulting from program viewing. This was done by operationally defining the objectives in the Student Questionnaires and Student Interviews. For example, if the objective was that the student could "list an increased number of ways to make money," then post-viewing performance was compared to pre-viewing data collected elsewhere, and the differences were attributed to the program.

A generally accurate characterization of the results from all five programs, however, is that with few exceptions, enumerated below, these objective indices failed to change in the hypothesized directions. That is, our most direct and behaviorally-oriented indices yielded evidence that the programs almost universally did not achieve the educational objectives. One of the reasons was the crudeness of the measurement that was possible under the limitations of time and budget. But this probably accounts only in part for the lack of positive results. A second reason was the reduced

emphasis given to the behavioral objectives in the television programs themselves by the producers and designers of the programs. This topic will be discussed in more detail in the comments concluding this report.

Treasure Hunt

The Student Questionnaire revealed no movement toward the educational objectives. In many cases the students could perform the objectives adequately before the program, leaving little room for possible improvement.

The Expert Judgment, however, was that the general goals of the program, if not the specifically stated objectives, were achieved to a satisfactory degree, and that the program was a definite success.

The Teacher Questionnaire asked teachers to indicate on a seven-point scale how nearly they felt each of the specific objectives had been met. The number of the responding teachers who registered the achievement in the top two of the seven categories is reported below, along with an abbreviated statement of each specific objective. (Complete statements of the objectives can be found in Appendix A.)

1. The student will express a feeling that he can currently earn money. Fifteen of 24 teachers.

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"DECISIONS, DECISIONS"

Some responses from the Student Questionnaire:

Item: *Life is full of decisions, big ones and small ones. List as many decisions as you can that you have made in the last few days.*

Answers: Not to eat my breakfast.

To let a bird go.

To beat up my brother.

Item: *What I learned from the program.*

Answers: Make your own decision, don't hide from it.

Some decisions are hard, some are easy.

No matter how large or how small you are, you have to make decisions.

I'm not the only person who has to make decisions.

Don't just go and decide, <u>think</u> about it.

I learned a problem can't be solved for you, you have to solve it.

Opinions about the best part of the program were evenly divided between "Tommy trying to decide" and "When Joey and Tommy make friends."

2. The student will express or demonstrate an increased desire to make money. Sixteen of 24 teachers.

3. The student will identify factors which may assist a person in finding ways to make money. Fourteen of 24 teachers.

4. The student will state sacrifices one may have to make to earn money. Ten of 24 teachers.

5. The student will list an increased number of ways to make money for himself or herself. Eleven of 24 teachers.

People Need People

Once again, the Student Questionnaire showed no appropriate improvement (on questions where improvement was possible). The Expert Judgment was that the specifically worded objectives were, in fact, not very directly addressed by the program. The objectives, and the number of teachers who rated achievement in the top two of seven categories, were:

1. The student will demonstrate an awareness of interdependency. Nine of 14 teachers.

2. The student will be aware of the need to compromise between independence and dependency. Eleven of 14 teachers.

Decisions, Decisions

No changes were detected in the Student Questionnaire responses, and few were possible given pre-program student attainment. The Expert Judgment was that, although the

decision-making theme was very much in evidence in the program, there was an emphasis on social decisions rather than on career decisions. This was seen as a significant flaw. (Changes in the curriculum guide attempt to redirect the focus of the classroom activities for this program.)

The objectives and the teachers' ratings of achievement (in the top two categories, only) were:

1. The student will describe factors in the decision-making process. Eleven of 16 teachers.

2. The student will distinguish between reactive and proactive decisions. Five of 15 teachers. (Most teachers were not familiar with these terms.)

3. The student will identify current career-relevant decisions. Seven of 14 teachers.

Me, Myself, and Maybe

Few meaningful changes were detected in the Student Questionnaire data.

The teachers rated achievement of objectives in the following manner:

1. The student will describe ways in which one acquires a self-image. Nine of 13 teachers.

2. The student will describe self-clarification through risk-taking. Nine of 13 teachers.

3. The student will draw self-other parallels. Eight of 12 teachers.

4. The student will identify ways to test assumptions about himself or herself. Nine of 13 teachers.

Success

The Teacher Questionnaire showed the following ratings of achievement of objectives:

1. The student will give examples of successful individuals and criteria of success. Ten of 15 teachers.

2. The student will give self-appropriate criteria of success. Ten of 16 teachers.

3. The student will give an example of self-defined success, which might not be success in the eyes of others. Nine of 15 teachers.

4. The student will give an example of success in the eyes of others which was not success to the student himself (or herself). Nine of 15 teachers.

Fourth Question: WERE THE EDUCATIONAL OBJECTIVES MET BY THE TELEVISION PROGRAM PLUS THE CLASSROOM ACTIVITIES?

A number of the programs were designed in such a way that, if the educational goals were to be obtained, the burden would be on the teachers' activities following the program. The immediate post-viewing activity was usually a discussion focusing on the career development concepts presented in the program. However, the results of the present analysis once again indicate that, in general, no changes in student performance could be detected by means of the questionnaires administered after 15 minutes of discussion. This result evidently is attributable to a number of causes, or a combination of causes, including: 1) poorly calibrated measuring instruments, 2) inappropriate teacher activities (perhaps through lack of preparation, for a variety of reasons), and 3) the short time limit (15 minutes), which may not have been sufficient for any real changes to occur.

In fact, the actual raw data did indicate a number of changes had occurred, but they often as not were in directions other than those hypothesized, and not large in any case. The overall picture suggested that it would be inappropriate for the evaluation to invest any of these particular changes with significance and interpretation.

BEST COPY AVAILABLE

"ME, MYSELF, AND MAYBE"

Some responses from the Student Questionnaire:

Item: *What I learned from the program....*

Answers: Taking chances and having confidence in yourself is better than hating yourself.

Just because you are colored doesn't mean you are any different from some white person.

Don't knock it, you haven't tried it!

The most popular response was some form of "Don't be afraid (or scared) to try things," or "you can do it if you try."

Item: *Who do you admire the most? This can be a famous person, a relative, or a friend. Can you think of some ways you are like that person?*

Answers: Abe Lincoln. (I am) honest, helpful, mind my elders, (and) I'm against slavery.

Opinions about the best part of the program centered on DeAnne's learning to raise her hand and volunteer before the class.

CHAPTER VI. CONCLUSIONS ABOUT EACH OF THE PROGRAMS

Treasure Hunt

The Teacher Questionnaire included the item, "Would you use this program again, in a unit on career development?" For "Treasure Hunt," 21 teachers said "yes," two said "don't know," and two said "no." (These two teachers would not use it because they thought its setting inappropriate for their inner-city students.)

The Expert Judgment was that the program was perhaps the best of the six reviewed in that it was interesting to the students, demonstrated many of the points intended by the objectives, and would serve as an excellent affective stimulus.

The Attention Measures consistently showed this program uniquely capable of holding children's interest for its entire length. It was the highest-rated program on the attention instrument.

People Need People

Thirteen of 15 teachers said they would use the program, two said "don't know." The Expert Judgment was that the theme was repetitive and less complex than could have been communicated by the 15-minute program, but that it did succeed in its cognitive, straightforward, and modest aims.

Decisions, Decisions

Sixteen of 17 teachers would use it; one said "don't know." The Experts felt that the program was very stimulating, but that the decision-making context was social rather than career oriented, and that this was unfortunate; the children found the program very stimulating. Evaluation data suggested that more visual stimulation be provided during Mother's talk with Tommy, a change that was made in the final version of the program.

Me, Myself, and Maybe

Fourteen of 17 teachers reported they would use it, two said "don't know," and one said "no." During two of three intervals of extended adult dialogue, viewer attention begans to flag but quickly revived to acceptable levels.

Success

All 17 of the teachers participating reported that they would use this program. From data supplied by the evaluation, two changes were recommended and made in the final version (i.e. consistent name tags and clarification of store ownership). In spite of a great deal of adult-oriented activity, attention levels remained high and the theme was communicated.

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"SUCCESS STORY"

Some responses from the Student Questionnaire:

Item: *Think about a time you were successful at something. How did you know you were successful?*

Answers: [An example of passive achievement] When the clubhouse didn't fall out of the tree.

You can tell inside, you feel good.

When what I did worked.

Item: *What does success mean to you?*

Answers: Well, it don't mean hardly anything to me.

Money, fame, and women [from a fifth grader].

A winner! at home, school, and play.

Success means perfect.

Success means doing your job, whether you like it or not, and get it done right.

Most popular responses defining success included some form of "doing something right," "being good at something," or "doing what I want to do."

CHAPTER VII. EVALUATION SUMMARY STATEMENT

Of the five (out of six) programs that survived the "work print" or preliminary version, four were seen to have particular flaws that were serious enough to require correction. The bedroom scene in Decisions, Decisions and the name tag and shop ownership problems of Success subsequently were redone, but no evaluations of the altered versions have been completed.

Technical problems, especially in the sound tracks of "Treasure Hunt" and "Me, Myself, and Maybe," resulted in loss of comprehension for some students and teachers. These problems were thought serious enough to require new sound tracks for some portions of the programs.

There is no question that the overall impact of these five programs is quite positive, <u>if</u> their purpose is agreed to be that of an <u>affective stimulus</u> for fourth, fifth, and sixth grade children. (The programs involve children, excite

them, and stimulate discussion both in and out of class.) Providing an affective stimulus is in contrast to the achievement of specific and particular, behaviorally-defined educational objectives. Such objectives may serve the needs of many career educators, but could be obtained in other, more effecient ways without the use of television.

These programs are all popular both with students and teachers, and although they should not be considered a complete curriculum package in themselves, they can constitute a fundamental and extremely valuable component of a more diversified unit on career education.

An additional overview of the impact of the programs can be obtained from the teachers' reactions to some questionnaire items. (See Appendix B.)

CHAPTER VIII. CONCLUSIONS AND COMMENTS ON THE EVALUATION PROCESS

The most rigid and objective of the evaluation techniques attempted in this effort, that of student behavior changes as measured through questionnaires, generally showed "no effect." One of the more interesting findings of this study is that, if this were the only source of data for the evaluation, the project would be declared virtually without impact. Yet the data collected from other sources and by other techniques indicated successful achievement of what was intended, and generally a high degree of satisfaction, on the part of all concerned, with the total product. Clearly some discrepancy or misinterpretation was occurring in the direction and design of the project, chiefly in the emphasis on the educational objectives by the evaluators, and their de-emphasis by the producers.

Objectives such as "the student will state an increased number of ways to make money" were taken quite literally by the evaluators, who did not consider the goal achieved unless

the sampled students did, in fact, show an increase in their ability to list ways they could make money. It was clear from the final program structures, however, that this specific, literal interpretation of the objectives was not the guiding force for the production.

In fact this seemed just as well, on reconsideration of the real and reasonable goals that should be set for such a project. If the goals had been interpreted literally, they could have been achieved rather easily by designing a repetitive presentation of lists, for example, of ways to make money. (In fact, this might not have been necessary, considering the great underestimation of children's abilities and knowledge prior to the programs.)

It was somehow understood implicitly by the production team, however, that this was not the function for which the television medium was to be, or should be, used. Rather, producers' efforts were directed toward creating stimulating experiences, such that viewers would find the particular topic interesting, be willing or even anxious to talk about it afterwards, remember it for some time, and in general probably undergo certain affective changes, rather than the cognitive changes that were indicated by the educational objectives.

This, then, accounts for the rather odd set of circumstances, in which virtually no achievement of the declared objectives could be specifically documented while at the same time the programs were being pronounced, with some few qualifications, quite successful. It is a confusion that can be noted in other evaluation projects and suggests that the administrative process of evaluation be modified and clarified, in order to gain maximum usefulness from the evaluation activities.

APPENDICES

A. Objectives for the five evaluated *bread & butterflies* television units.

B. Some teachers' reactions.

C. Attention measures.

D. Evaluation instruments for a representative program: Success Story.

APPENDIX A

Objectives for the Five Evaluated *bread & butterflies* Television Units

As part of the curriculum development process for *bread & butterflies*, members of the design team, in conjunction with the evaluation team, developed objectives for the television components of the project.

The television unit is only part of this career development project. This unit is seen as the television or film program and the classroom activities immediately preceding and immediately following its presentation. Post-viewing activities taking more than 15 - 20 minutes are not part of the television unit, even if they are designed to follow the program immediately.

The evaluation of the five programs discussed in this report was based, in part, on these objectives.

SELF-INDEPENDENCE AND THE ECONOMIC SYSTEM (Treasure Hunt)

Rationale:

Intermediate youth are seeking ways to demonstrate greater independence and initiative. This can be expressed by allowing these youth to participate in income producing activities of the home, school and neighborhood. In our society, an individual's freedom, his psychological perception of self, as well as other perceptions of himself are often defined by his ability to participate in our economic system. As the environment of work has shifted from the home, youth today are denied an opportunity to observe the economic system. For this reason it is important that youth be allowed to observe and experience the process of producing a product and/or providing a service that can be sold at profit. The process might include going through the several stages of organizing a company, obtaining capital, selecting a name, selling stock, obtaining a charter, adopting by-laws, organizing for production, assigning responsibilities, salary schedule, obtaining raw materials, pricing product and/or service, elect a board of directors, open a bank account, establish a production line, move company into production, marketing the product. Youth can have their horizons expanded in terms of the possible and authentic options they have to participate in the economic system.

Goal:

Explore the process of producing income and discover ways in which the student can achieve economic independence by participating in the economic system now and in the future.

Objectives for the Television Unit:

(The working title for the television unit is "Treasure Hunt.")

After viewing the television program unit, the student will:

1. Express a feeling that he can currently earn money.

2. Express or demonstrate an increased desire to make money.

3. Identify factors or conditions which may assist the individual in finding ways he can make money (e.g., recognizing needs of people for a product or service, understanding one's abilities, demonstrating responsibility, having money makes money, etc.).

4. Will list or state sacrifices one may have to make to earn money (e.g., risk of losing all money, delay in reward or return, return to same stage of no profit, interpersonal problems with others, etc.).

5. List an increased number of ways in which he personally may make money.

INTERDEPENDENCY OF WORKERS (People Need People)

Rationale:

Pre-adolescents display boundless energy coupled with an intense desire to make one's own decisions. Children want to be able to demonstrate their own independence while at the same time find a high degree of acceptance with their peers. In an attempt to gain social acceptance, the child learns that in order to be accepted himself he must also be willing to grant acceptance to others.

Students at this age need (a) to view examples of dependency and interdependency of individuals in the world of work that will provide models to follow in building more cooperative liaison with others; (b) to recognize social contributions of each job to the total functioning of man and society; (c) to gain respect for the contribution of each member of the team, not just for production, but for meeting each other's human needs; and (d) to recognize that different work situations meet varying levels of social and psychological needs. Instructional activities in the program will stress an interdependent, interactive learning process.

Goal:

To facilitate the student's understanding of how workers are dependent upon each other to meet their physical, social, and psychological needs and to increase the effectiveness of their interdependent relationships with others.

Objectives for the Television Unit:

(The working title of the television unit is "People Need People...")

After viewing the television program unit, the student will:

1. Demonstrate an awareness of interdependency which could include the following:

   a. The student will state an increased number of ways man is dependent upon others (economic to meet physical needs, socio-psychological: social reinforcement, companionship, intellectual growth, need for completion or closure, etc.).

b. Given a product, the student will identify workers who contributed in an interdependent way to the completion of that product (product in the film is in the area of construction).

c. Given a group work situation, the student will choose when to act independently and when to depend upon others, describing the appropriateness of his behaviors.

d. The student will select a number of workers for whom there is a mutual dependency of worker relationships, describing the nature of those relationships.

e. The student will select one worker upon whom he is dependent and who in turn is dependent upon him, describing the ways they are interdependent.

2. Demonstrate an awareness that in many work situations, the individual will have to choose from among his independency and dependency needs, with consequent compromise.

DECISION MAKING (Decisions, Decisions)

Rationale:

Intermediate youth need to understand how to develop decision making skills and the opportunity to apply decision making skills daily. They need to recognize and experience the control that they can exert over their lives when they apply a rational approach to decision making. Therefore, youth of this age are ready to explore the factors that influence their decisions and the fact that they are responsible for the outcomes of their decisions.

Goal:

Applies decision making process in selecting and explaining a number of hypothetical options and discovers factors that influence decisions and possible present and future consequences of given decisions.

Objectives for the Television Unit:

After viewing the television program unit, the student will:

1. Describe one or more factors in the decision making process, such as:

   a. gathering more information

   b. considering consequences of both alternatives

   c. considering how the alternatives relate to values, etc.

2. Given several situations in which decisions are made, distinguish between proactive and reactive approaches used.

3. Identify one or more current decisions in his life that have career relevance.

SELF-CLARIFICATION (Me, Myself, and Maybe)

Rationale:

Children at these ages have the capacity to compare themselves with and differentiate themselves from significant others in terms of interests, ideas, beliefs, abilities, likes and dislikes, capabilities, and skills. Because children have a wide range of interest at these ages, it is important to provide a broad range of experiences which enable them to expand their clarification of self and to develop positive self images.

Children of these ages are moving from a stage of initial self-awareness to one of crystalizing an independent self-concept. The introduction of differing cultures and life styles of a wide range of adults is essential to that process. To extend the options for identification beyond the perimeters of the school society gives the child a more realistic range of ego-ideals from which to choose.

Goal:

To increase clarification and acceptance of himself, his uniqueness and behavior, and his evolving self and aspirations within the larger society.

Objectives for the Television Unit:

(The working title of the television unit is "The Bead Necklace".)

After viewing the television program unit, the student will:

1. Describe two or more ways in which one acquires self awareness or verifies a self image (e.g., experiences, associations with others and the feedback given, reading etc.).

2. Give an example of how self-clarification and/or a positive feeling about self may come as a result of taking a risk.

3. Draw a parallel between a self characteristic and an ability, interest, value, or attitude of another person.

4. Identify at lease one way he might reality test an assumption about himself.

WHAT IS SUCCE$S? (Success Story)

Rationale:

Children, during the intermediate years, express a heightened desire for recognition: they are concerned about, and affected by, their successes and failures. As they explore their ideas about success, they need to experience and recognize: (1) the fact that success often stems from meeting social, economic, and psychological needs: (2) the variety of ways by which success may be achieved: (3) that their success is often dependent upon establishing cooperative working relationships with others; (4) how their needs may differ from others, thus affecting personal criteria for success: (5) factors that make for success at work such as a sense of achievement, recognition, work itself, responsibility, etc.; and (6) the difference between internal and external factors that affect their emerging definition of success.

Goal:

To explore both internal and external dimensions of success, define success for himself and project possible present and future implications his definition of success might have in his several life roles.

Objectives for the Television Unit:

After viewing the television program unit, the student will:

1. Cite examples of individuals who may be considered successful in different ways and give several criteria which distinguish their success.

2. Give several criteria of success which he considers appropriate for himself at this time of his life.

3. Give an example of when one may be successful, though not considered so in the eyes of others.

4. Describe an experience where he was considered successful in the eyes of others, but not in his own eyes; report why and how he felt.

APPENDIX B

SOME TEACHERS' REACTIONS

Although the unanalyzed raw data obtained from this project are much too voluminous to present in this report, a certain lack of representativeness is created by summary presentations only. A sample of the data, on the other hand, could be misleading and wide distribution would not be appropriate. In an attempt to arrive at a compromise on this issue, one question was selected from the questionnaire administered to the classroom teachers, and the complete results are presented below.

The question selected was relatively neutral in tone, and was asked as the final question in all five of the evaluated programs. Following is the question and the list of responses from all teachers who participated:

"Have you any additional comments on the program and its utility in your classroom? Please express your opinion as fully as possible."

Treasure Hunt

Twenty-five teachers responded. Eleven had no comments. The remainder are presented below.

"I personally think that attitudes toward use of money should be stressed. They earned just to enjoy; maybe there were other objectives for the money use."

"I enjoyed and appreciated it."

"I was under the impression this was a program in career education. I felt too much stress was placed on making money."

"I thought it would be a good vehicle for a "values" discussion period."

"Making money -- this concept can be used to identify pupils with strengths and weaknesses in this area."

"I would be very interested in seeing the other programs related to this subject."

"The idea of interest, loans, etc. is good for these kids to know about. Furthering this would definitely be beneficial to them."

"More time could be needed. Especially with a class like mine that need time, further explaining. Questionnaire too long and boring. Discussion could have been better."

"Carnival background noise was distracting. I could follow the story because I had read the synopsis. Close ups of the children talking were helpful in understanding how each child felt."

"The class liked it."

"Interesting approach to Values."

"The program was excellent -- it meets the needs of the students -- the students enjoyed the program. We need more programs like this because it was related directly to the students."

"A little more emphasis on the idea that we live in a world of work. To have the things we want, we must work for them. Any honest work is honorable."

"The program will be useful in that the students need guidance in developing and becoming responsible individuals. This program will certainly serve as a needed guide."

People Need People

Fifteen teachers responded. Six had no comments. The remainder are presented below.

"Excellent -- I can't wait to see and work with children on this series."

"The teamwork approach in the football sequence was good. It can be effectively used to show pupils that winning or losing a game is a result of working together."

Also, the woman lineman segment showed that if a person is capable of doing a certain type of job it doesn't depend on whether the worker is male or female. Too, it showed how all members had to work together to get a good job done."

"These two episodes can be related to every-day events in school."

"I appreciated the portion about the "linesperson." As a teacher, I am trying to erase certain attitudes about women. We need more of this! I think this program could be used effectively in my class."

"I feel that this would be a very worthwhile program for boys and girls to view on television. I believe more dialogue would add more "color" to the program. This program is much needed in our elementary schools. Boys and girls of this age level should begin thinking and working toward their careers."

"Due to the fact of interracial groups viewing this series, I do feel perhaps many races should be used; examples: Japanese, Chinese, etc."

"My class needs this exposure to the fact that people need to cooperate and get along. Quite often at this age they don't feel as though they need anyone. This is good from a human relations standpoint.

There is a very contemporary approach and I really liked it. I know they did."

"After discussing your definition of career development, I think this is a great means of approaching this topic. I think it is valuable to have the kids evaluate their "roles" in life now and how different groups of people help and need each other."

"Color makes this program even more appealing. In our school we have no color monitors. It would be interesting to run a test group with a black-and-white set to see if the interest level was as high. I feel this program and series fill a need for good grade-level materials in career education."

"Excellently done! So many possibilities for in depth discussion!"

Decisions, Decisions

Eleven teachers responded. Six had no comments. The remainder are presented below.

"Cute song as introduction.
These fourth graders need situations brought to them--to make them think. They have everything done for them --!"

"I have talked with two other teachers who have done a lot of work with values clarification and I have become very interested in this area. I thought of many points of discussion that were triggered by this program."

"Closely related to the students' own experiences. A problem any one of them could be or has been confronted with."

"I feel that our students need opportunities such as this to express their feelings on non-academic subjects such as values and decision making. This program would be valuable in "starting the ball rolling" for many classroom discussions."

"I would very much enjoy a semi-regular use of programs of this nature. I do, however, believe that the program, in itself, would be very ineffective. A good follow-up exercise would be essential in insuring that the message is made clear. Also, different approaches and activities would have to be employed or the semi-regular program would be ineffective. In essence then I'm saying that to make this a rewarding activity both students and teachers much be creative, interested and free to communicate."

Me, Myself, and Maybe

Seventeen teachers responded. Six had no comments. The remainder are presented below.

"I felt it pointed out the self-awareness aspect of career education, however, I have my doubts as to the effectiveness as a "one-shot" thing. (I realize there are more in the series, but are they on the same topic?)"

"I don't exactly see its relevance to career education'."

"Too many points were unclear during the television program. I think children should be made aware of the objectives as is the (teacher?)."

"I liked the use of a middle-class minority family as the main characters of the program. Good for both minority groups and the Anglo children. Many children should benefit from the film if they can relate their insecurity and lack of self-confidence to DeAnne's."

"I would like to have more of this type of program."

"This program is excellent in getting the children to see themselves as having the same fears etc. as others -- including adults. This will help them try things they have been afraid to take part in. I believe the lack of self confidence is one of the hardest traits to overcome (personal experience)."

"Sound could be improved. This year the racial balance in my room made this program very effective."

"We have a number of film strips and records, but I feel that a movie type" presentation is more realistic."

"May be better in a self-contained class situation where problems of students in different areas (academic or social) would be apparent."

"Every fifth grader should be award of the positive results which good citizenship affords. In order to be a good citizen, a child must have a healthy self-concept. This program aids in presenting guide lines in this line."

"I felt the program gave opportunity for students to discuss questions they have had -- and problems! I do believe it depends upon the teachers interest, however, and I can readily see negative atmospheres ruining the possibility for growth among the students and their participation. There must be a "trust level" -- or there can be no discussion."

Success

Seventeen teachers responded. Nine had no comments. The remainder are presented below.

"I am looking forward to seeing a full synopsis of the entire show, not just a single broadcast. I feel that it is a very worthwhile program -- one that I feel will be a great teaching aid."

"I think that more shows like this would benefit the kids. Vocational planning could begin in Elementary school."

"This program was very good. If it is presented, I plan to use it in my classroom. I seems to fill a need at this time in a students' school life."

"The program was presented in a realistic manner so that the students interests were maintained. This gives the students a background for some constructive thought afterwards."

"This program can be very useful in getting students to talk about how they view their future."

"I feel my students would enjoy the program and benefit from it. Children need to start early and plan what their careers are to be."

"Good for our Human Behavior also."

"I think that this program, if used on a regular basis, would be a very important learning experience for their future decisions on life work."

APPENDIX C

Attention Measures

The use of attention measures to examine television programs is based on the assumption that if the audience is not watching, it is not learning. This assumption does not mean that what is to be gained from the program is necessarily visual and that the audio track is superfluous. It does suggest that if students in a classroom are not watching the television monitor, they are likely to be doing something else. Attention to the screen is thus a necessary though not sufficient condition for optimal learning.

There are several attention measures in use in children's television. the most widely known being Children's Television Workshop's (Palmer's) distractor method. The *bread & butterflies* project uses a pair of observers to record sequences of viewing and attention patterns. The data from numerous classes are then grouped to obtain a program profile of attention for each tenth second of program running time. The resulting profile charts often can suggest sections of program material that maintain high interest levels and those that lose the student viewers.

In the data obtained in the *bread & butterflies* evaluation, essentially the same pattern of attention was found across grade levels, geographic regions, and socio-economic groups. Use of color or black-and-white television sets did appreciably not influence the pattern. The data are remarkably consistent for the programs in this study.

The method used to obtain attention data from classrooms is further explained by a careful reading of the directions for using the Attention Profile Form.

ATTENTION PROFILE SYSTEM

During this program each team of observers will be checking to see whether selected students are watching the program as it progresses. To do this, you will need the Attention Profile Form (agree in advance who will be Observer #1 and Observer #2), a pen or pencil, and a watch with a sweep second hand. Before the program begins, check the classroom layout. You will probably have to find extra chairs so that there can be two observers' seats in the front of the classroom on either side of the television set. You will be watching the students while they are watching the program so try for the broadest possible line of sight (including students in the back row).

Each observer will be noting the attention of ten students throughout the program. Once you have your seat established, each observer should mentally pick out two groups of five students to follow--alternately--during the program. You will record your observations first of one group, and then of the other. You should be able to see each group easily as a single unit. All five faces should be visible in a single glance. The students selected for each group should not all be in the same row or column of seats. Within your two groups, try to include some of those sitting in the back of the room.

Each observer will be making one observation every 20 seconds. Observer #1 will begin at 0:00 (and check again at 0:20 and 0:40, etc.). Observer #2 will begin at 0:10 (and check again at 0:30 and 0:50, etc.). Since you won't be able to see the program as the class is seeing it, the audio cues on the Attention Profile Form should help to keep you on time. (The first cue "drum beat begins" indicates the start of the program opening.) Listen to the dialogue and sound track so that you don't loose your place. It is important that the observations be taken quickly and accurately. At each observation point look and see if at that instant each pair of eyes is directed towards the television set. Record your observations in the square (next to the time) on the Form. If all five students are watching, write "5"; if three are watching, "3." If some members of the group are not visible at the instant of observation, record the number of viewers over the number of visible students. Thus, "3/4" means that four students were visible, and three of them were watching "Treasure Hunt."

Don't forget to alternate groups: Observer #1 will check his group A at 0:00, group B at 0:20, group A at 0:40, group B at 1:00, etc.; Observer #2 will check his group A at 0:10, group B at 0:30, group A at 0:50, group B at 1:;0, etc.

One final reminder, it is the watching behavior that you are interested in observing. If the students are doubled over laughing because of something that happened in the program, they may be responding to the television program, but at the instant of observation, they may not be watching.

SUCCESS STORY

ATTENTION PROFILE FORM

	Observer #1			Observer #2
:00	drum beat begins	:10		
:20		:30		airplane motor begins
:40		:50		plane motor sound changes
1:00		1:10		music begins
1:20		1:30		
1:40	"Decide what you want to do"	1:50		"what it is"
2:00	"you got to find"	2:10		"success for me"
2:20	"for us to survive"	2:30		
2:40		2:50		"workin'"
3:00		3:10		"Hey, Dave"
3:20	"with this wood"	3:30		
3:40	"you jest loaf around here"	3:50		"man could make livin'"
4:00	"I found out my father"	4:10		"you had to be good at sports"
4:20	"by myself"	4:30		
4:40		4:50		boys yelling
5:00		5:10		
5:20	"we gonna play some football"	5:30		"just like everybody else"
5:40	"neighborhood"	5:50		"get into those images"
6:00	"people did...but I saw them"	6:10		"when I went lookin'"
6:20	"my father"	6:30		
6:40	"wasn't a hard job"	6:50		
7:00	"I'd probably be still workin"	7:10		"three"
7:20	"you're in a good position"	7:30		"you have the chance
7:40	"airborne military police"	7:50		"telling me what was"

PLEASE TURN OVER

8:00			8:10		
8:20		"different than anything"	8:30		"around..."
8:40		"something that you had"	8:50		"realize that you could be"
9:00		"dropping a weight"	9:10		"walk a little taller"
9:20			9:30		
9:40			9:50		
10:00			10:10		
10:20			10:30		"freedom in your mind"
10:40		"all inward things"	10:50		"to the same old life"
11:00		"changes that I had gone"	11:10		"that I didn't have to"
11:20		"I'd been drawing all my"	11:30		"cause this change"
11:40		"decided to be the actor"	11:50		"my own life"
12:00		"I cut, I sew, and I do"	12:10		"independence"
12:20		"the prestige thing"	12:30		"my whole fate"
12:40		"beautiful, beautiful"	12:50		
13:00		"yea..."	13:10		"stand back and let"
13:20		"ya know..."	13:30		
13:40			13:50		"because you'll feel it"
14:00		"crossed the goal line"	14:10		music stop

APPENDIX D*

Evaluation Instruments From a Representative
bread & butterflies Program Evaluation

Rather than include all forms used in the evaluation's data collection process (a redundant and perhaps meaningless exercise), evaluation forms from one program were selected as representative of the materials and processes used for each of the five programs.

"Success Story" was the program chosen; the set of materials included here were used in 18 classrooms with more than 400 children. These materials include:

a. a cover letter to participating classroom teachers;

b. a non-duplicative set of evaluation materials for the two post-viewing evaluation conditions and the one pre-viewing condition.

* With the exception of the Attention Instrument, the materials in this appendix are Copyright © by Educational Testing Service. All rights reserved.

National
Instructional
Television Center

Box A
Bloomington
Indiana 47401

812 / 339-2203

Dear Teacher:

National Instructional Television (NIT) is developing a new series of lessons for classroom use with nine-to-twelve year olds. The series is on career development and has a television component for students as well as written materials for teachers. The series is called "bread & butterflies" and deals with career development concepts that will help children in their future career choices. The enclosed brochure will give you some idea of the approach this series takes.

The first few programs in the series are now ready for evaluation. Your state and local education and television agencies have been active in the development and financial support of this project. They have also agreed to participate in the evaluation. The evaluation process is being developed by Educational Testing Service in Princeton, New Jersey, and the activities are being conducted under their direction. We need your assistance to provide a natural classroom setting for the evaluation.

Your local agency will be in contact with you to set up a time when we could come into your classroom. We would like to show the program and follow it with questionnaires and interviews. The entire process should not take more than 45 minutes. After reading the enclosed Teacher's Guide, you may want to do other things relating to the program after we have departed.

There will be two observers in your classroom during and after the program. Their role will be to show the program, observe the students during the presentation, and ask them to complete a questionnaire after it is over. A few students will be asked, instead, to go to a different room for a group interview.

The evaluators will also ask you to fill out two brief questionnaires: one asks for your reaction to the program itself; the other, to the Teacher's Guide. If the evaluators would like you to conduct an immediate follow-up lesson (based either on the Guide or, if you prefer, on your own material) they will let you know in advance.

A coordinator for your area will give you more specific details of the upcoming evaluation. We hope you and your students find the evaluation of this new program an interesting experience.

Sincerely,

Saul Rockman
Director of Evaluation
"bread & butterflies"

SR/kdt

PACKET A*
(post-viewing administration)

This packet is to be used primarily after the television program has been shown. The post-viewing instruments should be administered after the teacher has had up to 15-20 minutes of follow-up discussion or activity.

This packet contains:

* 1 Observer's Class Profile (green) . . . . . pp. 91
2 Attention Profile System (pink). . . . . pp. 93
* 2 Attention Profile Forms (pink) . . . . . pp. 95
* 1 Instructions for End-of-Program Interview/ Interviewer's Questionnaire (yellow) . . . pp. 97
* 1 End-of-Program Interview Form (EOPSI). . . pp. 99
1 Instructions for End-of-Program Questionnaires (EOPQ) (blue) pp.101
*30 End-of-Program Questionnaires (white). . . pp.103
* 1 Post-Viewing Activity Form (green) pp.105
* 1 Teacher's Questionnaire (white). pp.107
* 1 Teacher's Guide Teacher Evaluation (blue). pp.109

* Please Return * Pieces to:

Saul Rockman
NIT
Box A
Bloomington, Indiana 47401

*Post-Viewing Activity Form was not included in Packet B.

PACKET B
(post-viewing administration)

This packet is to be used primarily after the television program has been shown. The post-viewing instruments should be used without the teacher having any follow-up activity or discussion in the classroom.

This packet contains:

* 1 Observer's Class Profile (green) . . . . . pp. 91
2 Attention Profile System (pink). . . . . pp. 93
* 2 Attention Profile Forms (pink) . . . . . pp. 95
* 1 Instructions for End-of-Program Interview/ Interviewer's Questionnaire (yellow) . . . pp. 97
* 1 End-of-Program Interview Form (EOPSI). . . pp. 99
1 Instructions for End-of-Program Question Questionnaire (EOPQ) (blue) pp.101
*30 End-of-Program Questionnaires (white). . . pp.103
* 1 Teacher's Questionniare (white). pp.107
* 1 Teacher's Guide Teacher Evaluation (blue). pp.109

* Please Return * Pieces to:
Saul Rockman
NIT
Box A
Bloomington, Indiana 47401

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teacher's name _____
teacher's sex: m or f
grade level _____

OBSERVER'S CLASS PROFILE

1. Total number of students in class: _____. Please complete the student population chart below.

	M	F
Black	_____	_____
White	_____	_____
American Indian	_____	_____
Oriental	_____	_____
Spanish Surname	_____	_____
Other	_____	_____

2. The general socio-economic background of the class is: (check one)

lower class
lower-middle class
middle class
upper-middle class
upper class

3. The overall mental ability of the students is: (check one)

retarded
low ability
average ability
above average ability
gifted

4. The school's community is: (check one)

rural
urban/inner city
other _____
suburban
urban (other than inner city)

5. The classroom setting is: (check one)

self-contained classroom
team teaching
open pod
other _____

6. The teacher's experience with career development is: (check one)

___ developed materials in career development

___ taught specific career development program

___ read quite a bit about career development

___ had some exposure to career development

___ had no exposure to career development

(PLEASE TURN)

7. How long did it take the class as a whole to settle down and watch attentively?

0 min. 1 min. 2 min. 3 min. 4 min. 5 or more min.

8. About what percentage of the class was continually attentive to the program?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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9. How many times did the teacher have to re-establish order with one or more students during the program?

0 1 2 3 4 5 or more

10. What part of the program received the least amount of attention?

_____

_____

11. During the program was the amount of talking, not related to the program: (check one)

a great deal a little almost non-existent

12. Did the students react to the humorous scenes by laughing at the appropriate places, or was the laughter sporadic and in unusual places? Are there any unintentionally funny scenes?

_____

_____

13. Please use the remaining space to comment on the behavior of the class during the television program.

_____

_____

_____

_____

ATTENTION PROFILE SYSTEM

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During this program each team of observers will be checking to see whether selected students are watching the program as it progresses. To do this, you will need the Attention Profile Form (agree in advance who will be Observer #1 and Observer #2), a pen or pencil, and a watch with a sweep second hand. Before the program begins, check the classroom layout. You will probably have to find extra chairs so that there can be two observers' seats in the front of the classroom on either side of the television set. You will be watching the students while they are watching the program so try for the broadest possible line of sight (including students in the back row).

Each observer will be noting the attention of ten students throughout the program. Once you have your seat established, each observer should mentally pick out two groups of five students to follow--alternately--during the program. You will record your observations first of one group, and then of the other. You should be able to see each group easily as a single unit. All five faces should be visible in a single glance. The students selected for each group should not all be in the same row or column of seats. Within your two groups, try to include some of those sitting in the back of the room.

Each observer will be making one observation every 20 seconds. Observer # 1 will begin at 0:00 (and check again at 0:20 and 0:40, etc.). Observer # 2 will begin at 0:10 (and check again at 0:30 and 0:50, etc.). Since you won't be able to see the program as the class is seeing it, the audio cues on the Attention Profile Form should help to keep you on time. (The first cue "drum beat begins" indicates the start of the program opening.) Listen to the dialogue and sound track so that you don't loose your place. It is important that the observations be taken quickly and accurately. At each observation point look and see if at that instant each pair of eyes is directed towards the television set. Record your observations in the square (next to the time) on the Form. If all five students are watching, write "5"; if three are watching, "3". If some members of the group are not visible at the instant of observation, record the number of viewers over the number of visible students. Thus, "3/4" means that four students were visible, and three of them were watching "Treasure Hunt".

Don't forget to alternate groups: Observer # 1 will check his group A at 0:00, group B at 0:20, group A at 0:40, group B at 1:00, etc.; Observer # 2 will check his group A at 0:10, group B at 0:30, group A at 0:50, group B at 1:10, etc.

One final reminder, it is the watching behavior that you are interested in observing. If the students are doubled over laughing because of something that happened in the program, they may be responding to the television program, but at the instant of observation, they may not be watching.

"ME, MYSELF, AND MAYBE"

ATTENTION PROFILE FORM

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	Observer # 1			Observer # 2
:00	drum beat begins	:10		
:20		:30		
:40	"laugh at you"	:50		"scream at you"
1:00		1:10		"role playing"
1:20		1:30		
1:40	"be next?"	1:50		"Diane, now
2:00		2:10		
2:20	"not usin' a pay phone"	2:30		
2:40	"any minute"	2:50		"all this trouble"
3:00	"cook like this"	3:10		
3:20		3:30		"get to entertain them"
3:40	"skills too"	3:50		"it's OK"
4:00		4:10		
4:20	"help me with the map"	4:30		"get the knack"
4:40		4:50		
5:00	"4550"	5:10		
5:20		5:30		"Where you goin'"
5:40	"come in here"	5:50		.
6:00		6:10		"tie knots to make"
6:20	"I know what you can do"	6:30		
6:40	"a little loose"	6:50		
7:00		7:10		"I don't know"
7:20	"what you <u>like</u> to do"	7:30		
7:40		7:50		"easier when"
8:00	"three times as dressy"	8:10		"laugh at you?"

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8:20		"why not?"	8:30		
8:40			8:50		"stay in bed"
9:00			9:10		
9:20			9:30		"put your hand up"
9:40		"feeding the anim[illegible]	9:50		"put your hand up"
10:00			10:10		
10:20		"didn't matter"	10:30		sewing machine stops
10:40			10:50		"a whole bunch"
11:00		"or a disc jockey"	11:10		
11:20		"every time I do something"	11:30		
11:40			11:50		"could you teach me how?"
12:00			12:10		"David"
12:20			12:30		"Diane's hand is up"
12:40			12:50		
13:00		"very good	13:10		"a lot of fun"
13:20			13:30		
13:40			13:50		
14:00		"I can't take this"	14:10		cymbal ends program

OTE: After the interview, please complete the questionnaire on other side.

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EVALUATORS' INSTRUCTIONS FOR END-OF-PROGRAM STUDENT INTERVIEW (EOPSI)

. Among the things to accomplish during the first few minutes in the classroom, prior to the onset of the program is to select three (3) or four (4) students to be interveiwed. Obtain the name of every seventh student on the teacher's rolebook, if the child is present. If absent, continue to the next seventh child. Return back to the beginning of the rolebook until three or four students are obtained (i.e., in a class of 25, select numbers 7,14, 21, 3, 10, etc. until three or four students present are selected).

. After the program, or after the post-viewing discussion, request the selected students to follow you to a predetermined interview area -- a separate room, if possible.

. Introduce yourself to the students if they have not met you before.

. Tell the students that you are there to find out what they know and how they feel about certain things. Explain to them that the people who made the program are interested in what they think of the program and if they learned anything from it.

. Assure the students that the interview is not like a test and therefore there are no right or wrong answers to the questions. Tell them that they will receive no grade for their answers. Explain to them that their names will not be associated with what they say, so that they can be more free to give whatever answer they feel is the best one.

. When interviewing the students, use the interview form as a guide. Strict adherence to the wording of the questions is not required.

. When students have difficulty in responding, it is appropriate to probe using questions that will help them to formulate responses, however this does not mean that you are to give them answers to the questions so that they will agree or disagree with the options you have provided.

. You will be interviewing several students at a time. You will have to use your judgment in writing down a consensus of the responses as well as any unusual individual responses. Try to capture as many of students' own phrases as possible.

. After all questions have been answered, offer to respond to any questions the students might have about the program, the follow-up or the evaluation. Please make note of the questions asked and please be honest in your responses.

. Return the students to the classroom, thanking them for their cooperation.

(PLEASE TURN)

INTERVIEWER'S QUESTIONNAIRE

1. Did the responses obtained during the interview come primarily from

- ☐ one student
- ☐ two of the students
- ☐ all but one of the students
- ☐ spread fairly evenly among the students

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Comments:

2. How accurately did you record the students words?

paraphrase 1 2 3 4 5 6 7 8 9 10 exact words

Comments:

3. How much (%) of what was said were you able to record?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Comments:

4. Please note any additional information or observations of the students which would help in analyzing your interview data:

5. What questions did the students ask you?

6. Have you any comments on the interview in general which would help in analyzing the interview data?

SUCCESS END-OF-PROGRAM STRUCTURED INTERVIEW

1. What was the name of the man in the program? *(Record all answers including disagreements.)*

2. What did success mean to the man in the program?

3. What does success mean to you?

4. Do you know what the sign on the leather shop said? *(If no answer, prompt for or supply "The Cow's Outsides." Record if you supplied the answer.)* What does this (it) mean?

5. When the man in the program went into the leather shop, what did you think would happen? What was he doing there? *(Prompt to discover if the students knew he owned the store.)*

6. Do you know anybody who feels successful, even though other people don't think h[illegible]s? Tell me about him or her.

7. Tell me about a time when you were successful at something. How did you know you were successful?

8. Have you ever done something and everyone told you that you were successful, but you didn't think so? Tell me about it. *(Probe.)* Why did you feel you weren't successful? How did you feel about it?

Finish each sentence:

9. The best part of the program is:

10. The worst parts of the program are:

11. The parts of the program I would change are:

SUCCESS END-OF-PROGRAM STRUCTURED INTERVIEW

1. What was the name of the man in the program? *(Record all answers including disagreements.)*

2. What did success mean to the man in the program?

3. What does success mean to you?

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Finish each sentence:

9. The best part of the program is:

10. The <u>worst</u> parts of the program are:

11. The parts of the program I would change are:

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EVALUATORS' INSTRUCTIONS

FOR

END-OF-PROGRAM QUESTIONNAIRE (EOPQ)

1. Introduce yourself to the students if they have not met you before.

2. Tell the students that you are there to find out what they know and how they feel about certain things.

3. Assure the students that the questionnaire is not a test and that there are no right or wrong answers to the questions. Tell them that they will receive no grades on the questionnaire.

4. Instruct them not to write their names on the questionnaires. Explain to them that this guarantees that their names will not be associated with what they write, so that they can be more free to write down whatever answer they feel is the best one.

5. Ask the students not to spend a great deal of time on each question, but do emphasize that they should try to complete the questionnaire to the best of their ability.

6. Ask the students to follow directions carefully when they are asked to circle, check, write an answer, etc.

7. Read the questions clearly and slowly so that maximum comprehension is attained. Repeat each question if it seems appropriate.

8. Occasionally suggest that the students write down their own ideas rather than copying someone else's paper.

EOPQ

Teacher's name_____

Boy_____ girl_____

SUCCESS QUESTIONNAIRE

Check (✓) the box which best describes how you feel about success.

Success means:	yes	not sure	no
1. working hard	[ ]	[ ]	[ ]
2. doing what you like to do	[ ]	[ ]	[ ]
3. doing a job that other people think is important	[ ]	[ ]	[ ]
4. getting a job done	[ ]	[ ]	[ ]
5. being famous	[ ]	[ ]	[ ]
6. feeling good after finishing a job	[ ]	[ ]	[ ]
7. doing a job well	[ ]	[ ]	[ ]

8. What was the name of the man in the program?_____

9. What did success mean to the man in the program? (Check (✓) more than one).

[] getting paid well for a job

[] choosing what he wanted to do

[] working his way up in the post office

[] jumping out of airplanes

[] working hard on a form

[] working on a job where he used his talents

[] doing what he enjoyed

10. The man in the program made several decisions. When did he have the chance to make decisions? (Check (✓) more than one.)

[] in the army

[] on the farm

[] in the post office

[] in the leather shop

[] in the airplane

[] with the school gang

EOPQ

(Please Turn)

11. Success means different things at different times in your life. When the man in the program was in high school success was: (Check (✓) more than one.)

[] working on a farm
[] being good at football
[] going to college
[] having lots of friends
[] getting good grades
[] driving a big car
[] winning an art prize
[] having lots of money

12. Think about a time when you were successful at something. How did you know you were successful?_____

_____

_____

_____

13. What does success mean to you?_____

_____

_____

_____

Finish the sentence

14. The best part of the program is_____

_____

15. The worst part of the program is_____

_____

16. The parts of the program I would change are_____

_____

POST-VIEWING ACTIVITY

1. Did the teacher appear to have done any advanced preparation for the program? _____ yes _____no

   Comment:

2. If a class discussion was the follow-up activity (or part of the follow-up activity), please rate the discussion on the following scales:

teacher dominated	1	2	3	4	5	6	7	student dominated
dealt only with program	1	2	3	4	5	6	7	dealt only with concepts

   Length of discussion:_____minutes.

   Comment:

3. Describe the nature of the discussion and record briefly what happened in the classroom. (For example, "teacher talked for a few minutes about ways to earn money, student interrupted with a question about Monica's sister....")

4. If activity, other than a discussion took place, please give a running account of the activity and the total time used.

Date_____

"SUCCESS STORY" TEACHER QUESTIONNAIRE

BACKGROUND

1. Grade level_____. 2. Number of students_____.

3. Years of teaching experience: _____ years.

4. Years of experience using classroom television: _____ years.

5. How many different television programs does your class view during an average week?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 or more ☐

OBJECTIVES

Would you please rate each of the program's objectives (listed below) on two criteria--(a) their value and importance to your teaching activities, and (b) how close the lesson came to achieving each objective. Circle the number which best reflects your feelings.

1. The student will cite examples of individuals who may be considered successful in different ways and give several criteria which distinguish their success.

(a) important 1 2 3 4 5 6 7 unimportant
(b) achieved 1 2 3 4 5 6 7 not achieved

2. The student will give several criteria of success which he considers appropriate for himself at this time of his life.

(a) important 1 2 3 4 5 6 7 unimportant
(b) achieved 1 2 3 4 5 6 7 not achieved

3. The student will give an example of when one may be successful, though not considered so in the eyes of others.

(a) important 1 2 3 4 5 6 7 unimportant
(b) achieved 1 2 3 4 5 6 7 not achieved

4. The student will describe an experience where he was considered successful in the eyes of others, but not in his own eyes and report why and how he felt.

(a) important 1 2 3 4 5 6 7 unimportant
(b) achieved 1 2 3 4 5 6 7 not achieved

PROGRAM

1. How would you rate your students' interest in the program?

☐ very high ☐ average ☐ low
☐ high ☐ very low

Comments:

Comments: (cont.)

2. Would you use this program again with your class if you were teaching a unit on career development?

☐ yes ☐ I don't know ☐ no

Comments:

3. Were the topic, content, and vocabulary levels of this program appropriate for your class?

☐ appropriate ☐ I don't know ☐ inappropriate

Comments:

4. Were there any portions of this program that appeared to be particularly effective or meaningful? Please comment.

5. Were there any portions of this program that seemed especially inappropriate or distasteful to you or your class? Please comment.

6. Judged against other school television programs you have used, this program is:

☐ superior ☐ above average ☐ average ☐ below average ☐ bottom of the barrel

7. Have you any additional comments on the program and its utility in your classroom? Please express your opinion as fully as possible.

date _____

TEACHERS' EVALUATION OF THE TEACHER'S GUIDE

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How much (%) of the Teacher's Guide for this program did you read? (Please be honest.)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Please answer the following questions as fully as you can, based on the parts of the Teacher's Guide which you have read.

1. Does the "synopsis" accurately summarize what you saw in the program?

☐ yes ☐ I'm not sure ☐ no

2. Are the "before the program" suggestions:

appropriate?	☐ yes	☐ no
useful?	☐ yes	☐ no
would you use them	☐ yes	☐ no

a. Approximately how much time do you think these pre-program activities would take? _____ minutes.

Comments:

3. Are the "things to consider" questions:

appropriate?	☐ yes	☐ no
useful?	☐ yes	☐ no
would you use them?	☐ yes	☐ no

a. Approximately how much time do you think these "things to consider" questions would take in a post-viewing discussion? _____ minutes.

Is this:

☐ too much ☐ enough ☐ too little

Comments:

4. Are the "short-term" recommended activities:

appropriate?	☐ yes	☐ no
useful?	☐ yes	☐ no
would you use them?	☐ yes	☐ no

(PLEASE TURN)

5. Would you consider using this program in subject areas other than career education? Which areas and on what basis would you choose?

6. Is it useful to have a two-level guide for one program? Please comment.

7. Which level would you choose for your class? On what basis would your decision be made?

8. Are there any suggested questions or activities which are particularly inappropriate or worthless? Please comment.

9. Are there any suggested questions or activities which you find particularly valuable or appropriate? Please comment.

10. Are there any additional activities or questions which you feel should be included?

11. Would you add any other comments about the Teacher's Guide?

PACKET C*
(pre-program administration)

This packet is to be used primarily before showing the television program:

This packet contains:

* 1 Observer's Class Profile (green) . . . . . pp. 91
* 1 Instructions for Baseline Interview/ Interviewer's Questionnaire (yellow) . . . pp.113
* 1 Baseline Interview Schedule (BLSI) (white) pp.115
½ Instructions for Baseline Questionniare (green) pp.117
*30 Baseline Questionnaires (BLQ) (white). . . pp.119
2 Attention Profile System (pink). . . . . pp. 93
* 2 Attention Profile Forms (pink) . . . . . pp. 95
* 1 Teacher Questionnare (white) pp.107
* 1 Teacher's Guide Teacher Evaluation (blue). pp.109

* Please Return * Pieces to:

Saul Rockman
NIT
Box A
Bloomington, Indiana 47401

* Does not duplicate material in Packets A and/or B.

NOTE: After the interview, please complete the questionnaire on other side.

EVALUATORS' INSTRUCTIONS FOR
BASELINE STUDENT INTERVIEW (BLSI)

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1. Among the things to accomplish during the first few minutes in the classroom is to select three (3) or four (4) students to be interviewed. Obtain the name of every seventh student on the teacher's rolebook, if the child is present. If absent, continue to the next seventh child. Return back to the beginning of the rolebook until three or four students are obtained (i.e., in a class of 25, select numbers 7, 14, 21, 3, 10, etc. until three or four students present are selected).

2. Prior to the other person beginning the baseline questionnaire, request the selected students to follow you to a predetermined interview area -- a separate room, if possible.

3. Introduce yourself to the students if they have not met you before.

4. Tell the students that you are there to find out what they know and how they feel about certain things.

5. Assure the students that the interview is not like a test and therefore there are no right or wrong answers to the questions. Tell them that they will receive no grade for their answers. Explain to them that their names will not be associated with what they say, so that they can be more free to give whatever answer they feel is the best one.

6. When interviewing the students, use the interview form as a guide. Strict adherence to the wording of the questions is not required.

7. When students have difficulty in responding, it is appropriate to probe using questions that will help them to formulate responses, however, this does not mean that you are to give them answers to the questions so that they will agree or disagree with the options you have provided.

8. You will be interviewing several students at a time. You will have to use your judgment in writing down a consensus of the responses as well as any unusual individual responses. Try to capture as many of the students' own phrases as possible.

9. Return the students to the classroom, thanking them for their cooperation.

(PLEASE TURN)

INTERVIEWER'S QUESTIONNAIRE

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1. Did the responses obtained during the interview come primarily from:

- ☐ one student
- ☐ two of the students
- ☐ all but one of the students
- ☐ spread fairly evenly among the students

Comments:

2. How accurately did you record the students words?

paraphrase 1 2 3 4 5 6 7 8 9 10 exact words

Comments:

3. How much (%) of what was said were you able to record?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Comments:

4. Please note any additional information or observations of the students which would help in analyzing your interview data:

5: What questions did the students ask you?

6. Have you any comments on the interview in general which would help in analyzing the interview data?

SUCCESS PRE-VIEWING STRUCTURED INTERVIEW

1. What do you think success really means?

2. Success means different things at different times in your life. If you were in high school what would success mean to you?

3. Do you know anybody who feels successful, even though other people don't think he is? Tell me about him or her.

4. Tell me about a time when you were successful at something. How did you know you were successful?

(PLEASE TURN) BLSI

5. Have you ever done something, and everyone told you that you were successful, but you didn't think so? Tell me about it. (Probe -- why did you feel you weren't successful? How did you feel about it?)

6. What does success mean to <u>you</u>?

EVALUATORS' INSTRUCTIONS
for
BASELINE QUESTIONNAIRE (BLQ)

BEST COPY AVAILABLE

1. Introduce yourself to the students if they have not met you before.

2. Tell the students that you are there to find out what they know and how they feel about certain things.

3. Assure the students that the questionnarie is not a test and that there are no right or wrong answers to the questions. Tell them that they will receive no grades on the questionnaire.

4. Instruct them not to write their names on the questionnaires. Explain to them that this guarantees that their names will not be associated with what they write, so that they can be more free to write down whatever answer they feel is the best one.

5. Ask the students not to spend a great deal of time on each question, but do emphasize that they should try to complete the questionnaire to the best of their ability.

6. Ask the students to follow directions carefully when they are asked to circle, check, write an answer, etc.

7. Read the questions clearly and slowly so that maximum comprehension is attained. Repeat each question if it seems appropriate.

8. Occasionally suggest that the students write down their own ideas rather than copying someone else's paper.

Teacher's name_____

boy___ girl___

SUCCESS QUESTIONNAIRE

Check (✓) the box which best describes how you feel about success.

Success means:	yes	not sure	no
1. working hard	☐	☐	☐
2. doing what you like to do	☐	☐	☐
3. doing a job that other people think is important	☐	☐	☐
4. getting a job done	☐	☐	☐
5. being famous	☐	☐	☐
6. feeling good after finishing a job	☐	☐	☐
7. doing a job well	☐	☐	☐

8. Think about a time when you were successful at something. How did you know you were successful?_____

_____

_____

_____

9. What does success mean to you?_____

_____

_____

_____

10. Success means different things at different times in your life. If you were in high school, what would success mean? (Check (✓) more than one.)

☐ working on a farm
☐ being good at football
☐ going to college
☐ having lots of friends
☐ getting good grades
☐ driving a big car
☐ winning an art prize
☐ having lots of money

BLQ